

Week 8 TERM 3 2010

Goals for the week:

KEY COMPETENCIES: Respect is our focus for this week. We will brainstorm a Y chart on Respect - looks like/sounds like/feels like.

INQUIRY: Finish animations - with titles, credits and music or voiceover. These will be shared into Quicktime so students are able to take these home for viewing. Unfortunately these didn't get finished last week. Start claymation - same process as animation using the same success criteria.

WRITING: Carry on with 'Report Writing'. Finish a letter to our ePals in America.

NUMERACY: Cement some basic numeracy facts to those struggling with concepts. (Place value for ones, tens, hundreds & thousands, doubles to 20, 5 x's tables, problem solving using written problems).

Provide an achievable stretch basic of numeracy facts for those achieving well above cohort.

Provide maintenance for those students working at their age appropriate levels.

Introduce new games, providing a variety of interest in maths work.

Maintain the momentum of interest and excitement in playing 'Tutpup' during ICT time.

READING: Working through the 'Blue Box' of reading comprehension cards.

Provide time for sustained, quiet, uninterrupted reading time of fictions novels of the student's own choosing.

PE: Provide opportunity for students to reach an appreciation of playing a team game such as soccer.

ART: Introduce students to claymation - making clay figurines using pipe cleaners,



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plasticine and clay.

REFLECTIONS:

Inquiry: The animations have taken a long time to finish, but the end result has been worth the effort. The students have attempted to work with their success criteria in mind so that they are achieving at least in the 'At' section. Claymations are well on the way to being finished. There have been some excellent creations with the clay and plasticine

Key Competencies: The 'Respect' Y chart is now hanging in our foyer. This is totally the student work - all students wrote at least one word onto the chart as their contribution - these words were their own or provided by their cohort.

Writing: Students have attempted an editing process on their ePals letter. This was done on the Room 11 wiki site and they emailed their work to me. There remains further work to be done to tidy these up before posting.

Numeracy: The students have worked hard at their maths this week. Some are still struggling with basic concepts. Nicole is showing signs that she is finally grasping and remembering basic concepts. Courtney and Nathan are starting to move quickly through the concept levels and are working hard at remembering their basic facts. (Adrianna, Dahria and Litysha still provide cause for concern with an inability of retaining basic facts and using these in correct situations). Tutpup, with some 2,700 games played so far, is proving to be very popular with the students relishing the opportunity to challenge their classmates as well as other students around the world. Last week I introduced the students to <http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html>. This site provides interactive practice at number bonds to 5, to 10 and to 100. As usual when presented with a competition the students relished the opportunity to beat their peers. Thomas and Sam in particular have given this site a thrashing.

Reading: The students enjoy their silent reading. This shows a huge improvement in the last 2 months where there was a resistance by the boys to reading novels. They enjoy filling in their reading record cards and writing an opinion about the novel.

Mr Whyte was the relief teacher on Wednesday while I attended a training course for PRT teachers at Heatherlea. He took the students through number bonds to 100. The comment was that some were struggling with a number line concept to work this out and this will be a focus in the last two weeks of this term.

The PRT course was about class management and routines to make the day run more smoothly. This sort of reminder about the importance of keeping the 'fun' element in learning is vital when you daily face the challenge of students who 'just don't get it' when it comes to various aspects of literacy/numeracy.

The following is a cut and paste from my notes on the day:

PRT day 8th September 2010

Survivor PRT Horowhenua

Gina Assistant DP at Foxton Beach School

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Maurice Assistant DP at Coley Street School

Giants wizards elves

Use one song to signal clean up, when it is finished the activity should be done.

Wondering wall. Encourages a questioning culture.

Ui mai koe ki ahau,
He aha te mea nui o te ao?
Maku e ki atu,
He tangata, he tangata, he tangata.

Paper, scissors rock – no talking
Pepe, tamaiti, tuakana, pakeke, kaumatua

Tihei Mauri Ora!

Teach your own style
How do you do that?
What would it look like?
Who are your role models, mentors?

Bring your passions to the classroom.
Nurture your strengths.

Geo- caching around the school and local environment.

Classroom management techniques.
Hand in air, 3 praise then one to change, count down 3,2,1.

FIRM, FAIR & FUN
CONTROLLED, CALM & CONSISTENT (manner)
A climate of whanaungatanga (environment)
Positive reinforcement
Informed practice (know policies & procedures)
Open to change & flexible

Connections/connectiveness
Building relationships with your students, colleagues, whanau and community is one of the most important aspects of teaching.
How do we do this effectively?

Knowing your kids!
What could this look like?
Make connections with the kids outside of the classroom.
Be someone who cares, is interested, follows up on their commitments.
Be visible in the playground.

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Turn up to their sports, cultural or academic events.
Always have a smile.

Knowing where your kids come from
What would this look like?
Talk to parents in informal situations
Share their kids successes
Use all modes of communication where appropriate
Follow up on the little things, parents will see that you care
A good morning and a smile will go a long way

I Scream

Reflections:

Straight away:

I will introduce music at the end of the day for pack up and sit on the mat time.

Wondering wall.

Ask students “What does a good teacher look like?” Y chart?

Student input: What would you stop, start, and continue?

Energizers.